DOCUMENT RESUME

ED 182 469 CE 023 975

AUTHOR Cable, Maryjane A.
TITLE Adult Basic Education Teacher Training Project. Teaching Adults to Read. Final Report.
INSTITUTION Virginia State Dept. of Education, Richmond. Adult Education Service.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jul 78
NOTE 81p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Adult Basic Education; *Adult Reading Programs; Adults; Functional Illiteracy; Graduate Study; Higher Education; Illiteracy; Models; Reading Diagnosis; *Reading Instruction; Reading Material Selection; Reading Tests; *Teacher Education; Teaching Methods; Tutorial Programs

ABSTRACT

Based on adult learning and reading acquisition theories, the model forming the basis of a one-semester graduate course resulted in increased competencies of thirty-five presently employed or future adult basic education teachers each of whom taught reading to one adult illiterate during the course. The model consisted of assessment of reading by a standardized reading test to determine grade equivilency and by a criterion-referenced assessment to determine specific word recognition strengths and needs; (2) student and teacher review of assessments and consequent planning and carrying out of programs based on mutually acceptable goals; and (3) student/teacher evaluation of progress. Results of pre- and post-assessment showed that the teachers gained confidence in their ability to teach illiterates and that although 42% of the illiterate students spoke languages other than English, 88% showed increased reading abilities at the endof the six-month tutoring period. Followup recommendations include establishing a year round learning center in which students and teachers can get help in learning how to read or to teach others, duplication of this university-sponsored class, and addressing of the problems associated with teaching illiterate speakers of another language to read materials written in English. (Course schedule and requirements, class activities and assignments, evaluation instruments, and selected class handouts are included.) (MEK)

****
* Reproductions supplied by EDPS are the best that can be made *
* from the original document. *
****

ED182469

ADULT BASIC EDUCATION TEACHER TRAINING PROJECT

TEACHING ADULTS TO READ

FINAL REPORT

MARYJANE A. CABLE, M.S.Ed.
Reading Specialist
Fairfax County Public Schools
Fairfax, Virginia

and

Instructor
University of Virginia
School of Continuing Education
Falls Church, Virginia

Funded under Section 309 of the Adult Education Act Title VI, P.L. 93-380 as administered through Adult Education Service, State Department of Education, Richmond, Virginia

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the Office of Education should be inferred.

Permission is granted to quote or reproduce these materials with appropriate credit to the author and the Department of Education, Commonwealth of Virginia.

July 1978

CE023975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

ACKNOWLEDGMENTS iv

INTRODUCTION v

ABSTRACT 1

DESCRIPTION AND ADDITIONAL FINDINGS 5

CLASS SCHEDULE AND REQUIREMENTS 14

CASE STUDY REQUIREMENTS 16

CLASS SESSIONS AND ASSIGNMENTS 17

QUESTIONNAIRE FOR PARTICIPANTS 21

PARTICIPANT SELF-EVALUATION (PRE/POST) 22

PERSONAL THOUGHTS ON TEACHING AND LEARNING

(Carl Rogers) 24

INFORMAL INTERVIEW (PARTICIPANT OF STUDENT) 27

TABE RECORDING SHEET WITH ITEM ANALYSIS 28

PHONICS OVERVIEW 29

BASIC SPEECH SOUNDS AND COMMON SPELLINGS 30

SYNTHESIS METHOD FOR PHONIC ANALYSIS 31

INDIVIDUAL INSTRUCTION PLAN 35

LESSON PLAN FORM 37

GRAPH FOR ESTIMATING READABILITY (Edward Fry) 38

READABILITY WORKSHEET 39

HOW TO LOWER READABILITY LEVELS 40

MATERIALS 41

PUBLISHERS AND ADDRESSES 43

INSTRUCTION MODELS FOR WORDS 44

ASSESSMENT OF STUDENT LEARNING STYLE 46

TUTORIAL PREREQUISITES (Rudolph Wagner) 47

EXPERIENCES LEADING TO READING 51

FERNALD METHOD 53

NEUROLOGICAL IMPRESS METHOD 55

INFORMAL READING INVENTORY 56

USING THE FRY GRAPH ON THE IRI SAMPLES 66

EVALUATION SUMMARY SHEET 70

STUDENT EVALUATION OF READING PROJECT 71

PARTICIPANT EVALUATION OF ABE TRAINING PROJECT 73

ACKNOWLEDGMENTS

Grateful acknowledgment and appreciation is given to the following people who made possible this project.

James W. Fowler, coordinator of Adult Basic Education (ABE) of Fairfax County Public Schools (FCPS). He originated this training project, assisted in the proposal writing, and was the grant administrator, constant supporter, and general trouble-shooter.

James D. Mullins, coordinator of reading for FCPS, knew of my interest in adult literacy and recommended me for this project. He graciously reviewed and edited the reports and gave support to the project.

Dr. Joseph B. Sheare, also of FCPS and director of the Staff Development Institute (SDI), encouraged me to work on the grant, reviewed and helped with the writing, and helped to make possible the use of SDI classrooms and facilities for this project.

Neil Shawen, of the University of Virginia School of Continuing Education, arranged for the university approval. William F. Lanier, director of the Falls Church Regional Center, made the necessary contractual arrangements.

Dr. Ruth Peterson, reading professor at George Washington University (GWU) and my doctoral advisor, read and reviewed all lectures, activities, and handouts, and visited the project.

Dr. Leonard Nadler, professor of education at GWU and my support field advisor, taught me how to design training programs and one of his human resource development courses.

Mr. William Moore, State Supervisor, and Doris A. Walker, Assistant Supervisor, Adult Education, Commonwealth of Virginia, gave constant support and encouragement.

Art Shellhouse and John C. Wilkerson of METRA Publications made possible the text delivery on time, visited the project, and contributed their expertise.

Many publishers donated materials to this project.

Gloria Johnson, Sandy Morrison and Ann Henry edited this manuscript. John Ryan arranged for the printing.

Elizabeth Seely typed this report.

Betty Clewis, media design specialist, designed the cover.

Maryjane A. Cable
Fairfax, Virginia
July, 1978

INTRODUCTION

This book describes a teacher-training project of a university-sponsored course in teaching adults to read. In this project each teacher taught reading to one adult illiterate.

The abstract appears first in the format as required for publication in the Proceedings of the 1978 Virginia A.B.E. Dissemination Conference.

The project description and additional findings appear next.

The schedule and course requirements are followed by the class session activities and assignments.

Samples of selected class handouts constitute the remaining pages. The handouts are presented in the order that the teachers received them and correspond to the session assignments and activities.

This book is presented so that others will be made aware of this project and that instructors may use these ideas and materials to enable adults with reading experience to teach reading to adults with reading needs.

ADULT BASIC EDUCATION TEACHER TRAINING PROJECT: TEACHING ADULTS TO READ

Maryjane A. Cable
Reading Specialist, Fairfax County Public Schools, Fairfax, Virginia 22030
Instructor, University of Virginia School of Continuing Education,
Falls Church, Virginia 22046

Through this project, teachers increased their competencies in teaching illiterate adults to read. By developing and implementing an individualized diagnostic-teaching program, the teachers increased the reading abilities of 88 percent of their students. Forty-two percent of these illiterate students were speakers of other languages.

OBJECTIVES REQUIRED OF EACH PROJECT PARTICIPANT

1. To become acquainted with concepts of adult learning and illiteracy.
2. To locate and establish the illiteracy of one adult and secure that person's cooperation as a student for the project.
3. To determine precise reading needs of this student by the use of a criterion-referenced assessment battery.
4. To plan an instructional program based on the assessed needs and learning styles of the student, utilizing student input, and setting mutual goals.
5. To become familiar with a variety of teaching strategies and apply those strategies found to be appropriate to instructional sessions with his or her student and keep a written record of these sessions.
6. To become familiar with readability concepts and practice adjusting readability levels of materials to meet the student's instructional and/or independent reading levels.
7. To evaluate student progress by re-administering the reading skills assessment battery.
8. To share problems encountered and practice using adult problem-solving models in class and with his or her student.
9. To review and report on all project materials and additional sources of information related to the teaching of reading to adult illiterates.
10. To develop and share successful teaching strategies.
11. To report all work with students in a case study format.
12. To evaluate the training project.

RESULTS EXPECTED

1. Each teacher will increase competencies in teaching beginning reading to adult illiterates by teaching reading to one adult illiterate.
2. A model based on adult learning and reading acquisition theories will be developed.
3. A university - or college-level course that can be duplicated will be developed.
4. Selected reading methods and materials will be utilized and evaluated.

FINDINGS

The project description and more detailed findings appear in the final report and are too lengthy to include here. A list of general findings is presented.

1. Thirty-five teachers, 15 presently employed ABE teachers, and 20 future ABE teachers, met all project objectives and received three graduate-level credits from the University of Virginia for "CEED 555: Workshop in Teaching Reading to Adults"; free texts and materials; and a stipend for attending classes and completing the project requirements. These classes began in September of 1977 and ended in March of 1978 in an extended-semester arrangement to allow time for participants to apply strategies and to work with their students. The classes were held at the Staff Development Institute in Fairfax County.
2. The major objective of increasing teacher competencies was met through gains determined through pre- and post-assessments of a self-evaluation instrument used by the teachers and pre- and post-assessments of their student. The teachers gained an average of 30 confidence-factor points in their abilities to teach reading to adult illiterates. Student gains ranged from 0(none) to 3.6(three years, six months) grade equivalent scores as measured by the reading sections of the Tests of Adult Basic Education (TABE).
3. A model based on adult learning and reading acquisition theories was developed. Adult learning theories of co-learning (i.e., the teacher was learning how to teach reading as the student was learning about reading) were utilized with the student being informed of all test results and contributing to setting educational goals. An adult was defined as a person 16 years old or older. The students in this project ranged in ages 16 to 57. "Illiterate" was determined by the definition of a reading level below fifth grade as measured by a standardized test. The main instructional concerns, therefore, were those of teaching beginning reading skills. A model was developed which proved to be successful for 88 percent of the students taught by the teachers in the project. This model was as follows: (a) student assessment of reading by a standardized reading test to determine appropriate grade equivalency, (b) student assessment by a criterion-referenced assessment to determine specific word recognition strengths and needs, (c) student and teacher review of assessments and program planning with mutually agreed upon goals, (d) instructional sessions based on assessed needs and goals, and (e) student and teacher evaluation of progress.
4. A semester university course was developed and completed. All 35 participants evaluated the project. The evaluation form contained 45 items and appears in the final report. The items reviewed all session activities and assignments and required open-ended responses. Answers were generally positive and varied from "didn't like" to "would like to have spent more time." Instructor effectiveness was rated positive with some reservations. The learning model of individualized diagnostic teaching was rated as "needs refinement" to "useful." The fact

that 35 teachers stayed with the project until completion signifies that other classes can be conducted in a similar manner and hold teachers long enough to increase their effectiveness in working with this target population.

5. Many methods and materials were used during this project. The texts were Basic Reading for Adults by Grant Von Harrison, METRA Publishing Company, Blanding, Utah, 1977, and Everyday Everywhere Materials as Teaching Resources in Adult Basic Education by Marilyn Shaw and Mary Roark, Furnished by the Department of Education, Commonwealth of Virginia, March 1977. Basic Reading for Adults utilized a criterion-referenced test and presented detailed step-by-step directions for a nonprofessional adult with reading experience to instruct an adult with reading needs in beginning reading skills. Pre- and post-assessments of the METRA tests showed gains ranging from 3 to 129 decoding skill items with an average gain of 68. Sight word assessment gains ranged from 5 to 277 with an average gain of 62. An attempt was made to compare TABE with METRA. The results were inconclusive. The other text proved useful in demonstrating the variety of materials available for use with the adult illiterate. Participant evaluations of these texts were generally positive. The texts were supplemented by materials purchased from or donated by 22 publishers. Teacher evaluations of these materials ranged from "inappropriate" to "excellent."

PROBLEMS ENCOUNTERED

1. The participant population of 40 active ABE teachers was proposed in the grant application based on 57 applicants who agreed to take the course. When arrangements were finalized for the project, only 15 enrolled and completed the project. The remaining 20 participants, which included 6 reading specialists, enrolled as "future ABE teachers." This altered the anticipated expertise level and resulted in a wider range of experience, which created difficulties in the teaching-learning setting of the classes.
2. Difficulty in locating and retaining the illiterate students discouraged many of the participants. The 35 teachers contacted 57 prospective students, but only 26 students completed the project.
3. Many students stated they would like to continue learning to read. There were no provisions for this.
4. No tests of student ability other than reading were administered. The small amount of progress compared with the many hours of instruction suggested lower-than-average intellectual abilities.
5. Not only were the adult illiterates chosen by the teachers as their "students" illiterate in American English, but 42 percent were speakers of other languages. Fifteen other languages were presented. This was not anticipated by the instructor, and no materials or staff were available to meet these needs.

FOLLOW-UP RECOMMENDATIONS

1. Solve the first three problems listed above by expanding year-round learning centers in which students and teachers can get help in learning how to read and how to teach others.
2. Use and refine the individualized diagnostic-teaching model with adult-to-adult co-learner interactions, as this has practical application for future use in teaching reading to adult illiterates. This model should be used in all institutions concerned with literacy acquisition of adults. The greatest gains were made by students who were enrolled in high school and adult classes as well as participating in this reading project. Gains of 3.5 to 3.6 grade equivalent scores were made by students in 17 to 20 hours of instruction time in reading.
3. Duplicate this university-sponsored class. Educators can make effective use of these teaching skills in working with high school, community college, and ABE students in need of basic reading skills.
4. Research the usefulness of this model in control and experimental settings; however, information on intellectual abilities needs to be included.
5. Address the problems associated with teaching speakers of other languages to read materials written in English.

DESCRIPTION AND ADDITIONAL FINDINGS

This project began in the summer of 1977 with invitations to ABE teachers from 12 school systems in the Northern Virginia Region. Applicants were interviewed and/or screened by the project administrator, James W. Fowler, ABE coordinator for Fairfax County Public Schools. Forty present and future ABE teachers enrolled in the classes at the orientation meeting in September. Five dropped out in October citing "personal reasons." Thirty-five completed all requirements and received the credits and the stipend.

To meet the major objective of increased competencies, a base competency level was established through the use of a self-evaluation instrument. With this instrument each participant rated his or her present knowledge and skills in 20 areas concerning the teaching of reading to adult illiterates. Knowledge and skill self-ratings were considered by the instructor as translatable into "confidence-factors." At the beginning of the project, these ranged from 24 to 76 with an average of 53. Upon completion of the project, the same self-evaluation instrument was given and at that time, the confidence factors ranged from 64 to 97 with an average of 83. Upon successful completion of the course requirements, the participants increased by an average of 30 confidence-factor points in their evaluation of their own ability to teach reading to adult illiterates.

Participant competencies increased with the successful completion of assignments. As this was an objective based program, each of the 12 objectives appearing in the abstract will be addressed with process explanation and findings (where appropriate).

Objective 1: To become acquainted with the concepts of adult learning and illiteracy.

Participants:

a. Kept a diary in which they recorded all of one typical day's reading events. These diaries were read and discussed in class as an exercise in increasing sensitivity toward the adult lacking in reading experience.

b. Discussed adult learning and myths concerning the ability of adults to learn new skills.

c. Listened to and discussed instructor-presented information.

Objective 2: To locate and establish the illiteracy of one adult and secure that person's cooperation as a student for the project.

Participants:

a. Contacted and interviewed prospective students age 16 years or older.

b. Determined "illiteracy" of the prospective students by administering the reading sections of the Tests of Adult Basic Education (TABE) by CTB/McGraw-Hill, 1976.

Findings:

Twenty-six of the 57 prospective students contacted and tested met the illiteracy criterion of fourth grade reading level or below and completed the project. No records were kept on adults not meeting the criterion. The beginning reading level grade equivalent scores of the 26 member group ranged from 1.0 (first grade) to 3.7 (third grade, seventh month). The average was 2.1 (second grade, first month).

Findings:

Twelve students learned words with a VAKT combination, 5 with VAK, 4 with VA, 2 with V, 2 with A, and 1 not established. Case study evaluation by the instructor revealed poor recording procedures of this assessment.

c. Recorded student strengths and needs on an instructor-developed form which allowed student input space.

d. Wrote long-range and immediate goals in class. Student input for each item was recorded, with mutual (student and teacher) goals set and recorded during an information and goal setting session.

Objective 5: To become familiar with a variety of teaching strategies and apply those strategies found to be appropriate to instructional sessions with his or her student and keep a written record of those sessions.

Participants:

a. Attended lectures and received instructor handouts and materials.

b. Practiced chosen strategies through role-playing activities with other participants.

Findings:

Participants were to use those teaching strategies which matched student learning styles. Case study evaluation by the instructor revealed that the participants were inconsistent in matching strategies with student learning styles.

Objective 6: To become familiar with readability concepts and practice adjusting readability levels of materials to meet the student's instructional and/or independent reading levels.

Participants:

a. Attended lectures and practiced readability assessment procedures on student materials provided by the grant or brought in by the participants. (The Fry readability graph was used because of its ease and appropriateness for this level of materials.)

b. Attended lectures and received handouts on instructional, independent, and frustration level concepts and practiced lowering readability levels of materials to meet the needs of students by using an instructor-devised method.

c. Matched materials, as published or rewritten, with students in an instructional session to discover their students' instructional and/or independent reading levels.

Objective 7: To evaluate student progress by re-administering the reading skill assessment battery.

Participants:

a. Administered the pre-assessments (TABE and METRA) as post-assessments.

Findings:

TABE pre- and post-test scores of total reading for the 26 students completing the project revealed a pre-test score range of 1.0 to 3.7 with an average of 2.1. Post-scores revealed a range of 1.0 to 5.5 (the ceiling of Level E, form 4 of the 1976 edition). Four students scored 5.5. The average post-score was 3.2. Gains on the TABE total reading score were 1.1 average. Three of the 26 students made no gains.

Eighty-eight percent or 23 of the 26 students made gains ranging from .1 (one month) to 3.6 (three years, six months).

TABE pre-and post-scores of vocabulary showed a pre-test score range of 1.0 to 3.4 with an average of 1.9. Post-test scores showed a range of 1.0 to 5.5 (the ceiling) with an average gain of 2.3. Three students made no gains. Twenty-three students made gains of from .1 to 3.9 grade equivalent scores.

TABE pre-and post-test scores of comprehension showed a pre-test score range of 1.0 to 5.5 with an average of 2.4. Post-test score ranges were from 1.0 to 5.5. Eight students achieved the 5.5 ceiling score. Six students made no comprehension gains. Twenty students made gains from .1 to 4.5. Average comprehension gains were 1.1.

METRA pre-and post-test scores of decoding skills showed a pre-test score range of 2 to 150 with an average of 47. Post-test scores ranged from 26 to 218 with an average of 83. Gains ranged from 3 to 129. Average gains were 68.

METRA pre-and post-test scores of sight word pronunciation revealed a pre-test range of 0 to 524 with an average of 158. Sight word post-test scores ranged from 58 to 586 with an average of 231. Gains ranged from 5 to 277 with an average gain of 62.

An attempt was made to compare TABE with METRA. Results were inconclusive.

b. Developed informal reading inventories of material on their students' instructional or independent reading levels while establishing a readability level of the samples used in the inventory.

An attempt was made to validate the TABE scores by the readability levels of the informal reading inventories; however, the results were too varied to be conclusive.

c. Recorded the approximate number of words estimated to be the number of words their students could read. Word number estimates were compared with the number of words presented in basal readers for comparable grade levels. The word number estimates were inconsistent with the informal reading inventory as well as the TABE, METRA, and basal figures.

   The instructor anticipated a correlation of these factors, but none appeared to exist.

d. Informed their students of all post-assessment results and invited them to comment on how the project affected them. Student comments were recorded (by their teachers) on an instructor-invented form and ranged from "pleased" to "now considering college."

Objective 8: To share problems encountered and practice using adult problem-solving models in class and with his or her student.

Participants:

a. Shared with each other the problems they were having in teaching reading to their students.

b. Practiced "active listening," sending "I Messages", and structured problem solving (from Teacher Effectiveness Training, by Thomas Gordon, David McKay Company Inc., New York, 1974).

c. Were encouraged to use these activities with their students. Participant evaluation of these activities ranged from "didn't like" to "very effective."

Objective 9: To review and report on all project materials and additional sources of information related to the teaching of reading to adult illiterates.

Participants:

a. Submitted written reports on materials and articles which were read and recorded by the instructor.

Findings:

There were a total of 397 reports submitted. Materials from 22 publishers were exchanged during class meetings but all materials were not reviewed by all participants. No results have been determined from these reports.

b. Evaluated the text, Basic Reading for Adults, according to these criteria: (1) general comments, (2) usefulness as the text for them, and (3) usefulness as a book for their students.

Findings:

Twenty-four participants had positive (OK to excellent) comments on usefulness for the first item; 28 were positive on usefulness for them; and 24 recorded positive comments on usefulness for the student.

Objective 10: To develop and share successful teaching strategies.

Participants:

Reported on and distributed copies to class members of strategies they had developed.

Objective 11: To report all work with students in a case study format.

Participants:

Submitted case studies which were read and evaluated by the instructor.

Objective 12: To evaluate the training project.

Participants:

Responded in open-ended style to 45 items concerning the project.

CEED 555: WORKSHOP IN TEACHING READING TO ADULTS
Adult Basic Education Teacher Training Project

Tuesdays: 5:00 - 7:50 p.m. — Springfield Estates School
Instructor: Maryjane Cable — UNIVERSITY OF VIRGINIA

Schedule of Classes

September 13	Orientation, Requirements, Registration
October 4	Characteristics of the Adult Learner-Literate and Illiterate
October 11	The Reading Process, Formal Testing Procedures
October 18	Reading Instruction Overview, Informal Testing Procedures
October 25	Item Analysis, Precision Teaching, Instructional Planning
November 1	Materials Assessment of Readability, Approaches to Reading
November 15	Strategies for Teaching Word Attack Skills
November 29	Strategies for Overcoming Word Attack Problems
December 13	Strategies for Overcoming Comprehension Problems
January 3	Evaluation of Student Progress, Problem-Solving Session
January 17	Strategies for Fluency Improvement and Rate Building
January 31	Reports on Reading Assignments
February 14	Presentations of Successful Strategies with Case Study Subjects
February 28	Evaluation of Student Progress
March 14	Report on Case Studies
March 28	Complete Case Study Reports, Evaluate Training Program

Requirements

Attendance in all classes
Participation in class discussions and activities
Reading of required texts, handouts, and additional reading on special problems
Report on outside readings
Report on materials review
Report on successful strategies, distribute hand-outs for class
Complete a case study on an adult illiterate
Report on case study

Materials Provided

Textbooks: Harrison, Grant V. and Wilkerson, John C., Basic Reading for Adults, Interac Education Services, 1975
Shaw, Marilyn and Roark, Mary, Everyday Everywhere Materials as Teaching Resources in Adult Basic Education
Professional Materials on Adult Learning and the Teaching of Reading to Adults
Instructional Materials for use with students

Materials Needed

Notebook for class notes and handouts, 300 3 X 5 cards, flair pen, paperback dictionary, ditto and paper for strategy handout, notebook for case study project

Evaluation

Grades will be awarded on participation and quality of completed assignments.
Grades of A, B+, and B will receive graduate credit.
Grades of C, D, and F will receive no credit.

CEED 555: WORKSHOP IN TEACHING READING TO ADULTS
Adult Basic Education Teacher Training Project

Wednesdays: 5:00 - 7:50 p.m. Springfield Estates School
Instructor: Maryjane Cable UNIVERSITY OF VIRGINIA

Schedule of Classes

September 14	Orientation, Requirements, Registration
October 5	Characteristics of the Adult Learner--Literate and Illiterate
October 12	The Reading Process, Formal Testing Procedures
October 19	Reading Instruction Overview, Informal Testing Procedures
October 26	Item Analysis, Precision Teaching, Instructional Planning
November 2	Materials Assessment of Readability, Approaches to Reading
November 16	Strategies for Teaching Word Attack Skills
November 30	Strategies for Overcoming Word Attack Problems
December 14	Strategies for Overcoming Comprehension Problems
January 4	Evaluation of Student Progress, Problem-Solving Session
January 18	Strategies for Fluency Improvement and Rate Building
February 1	Reports on Reading Assignments
February 15	Presentations of Successful Strategies with Case Study Subjects
March 1	Evaluation of Student Progress
March 15	Report on Case Studies
March 29	Complete Case Study Reports, Evaluate Training Program

Requirements

Attendance in all classes
Participation in class discussions and activities
Reading of required texts, handouts, and additional reading on special problems
Report on outside readings
Report on materials review
Report on successful strategies, distribute hand-outs for class
Complete a case study on an adult illiterate
Report on case study

Materials Provided

Textbooks: Harrison, Grant V. and Wilkerson, John C., Basic Reading for Adults, Interac Education Services, 1975
Shaw, Marilyn and Roark, Mary, Everyday Everywhere Materials as Teaching Resources in Adult Basic Education
Professional Materials on Adult Learning and the Teaching of Reading to Adults
Instructional Materials for use with students

Materials Needed

Notebook for class notes and handouts, 300 3 X 5 cards, flair pen, paperback dictionary, ditto and paper for strategy handout, notebook for case study project

Evaluation

Grades will be awarded on participation and quality of completed assignments.
Grades of A, B+, and B will receive graduate credit.
Grades of C, D, and F will receive no credit.

CASE STUDY REQUIREMENTS

Each student is required to locate and work with an adult illiterate in order to help him or her overcome problems in learning to read. The following process will flow with the class topics so that the total study will be completed before the end of the training project.

Completion dates	Assignment
October 11-12	1. Locate and conduct an informal interview with an adult 16 years or older who is illiterate. Record results on form provided.
October 18-19	2. Administer Test of Adult Basic Education (TABE). If student is <u>not</u> level one, another student must be located, interviewed, and tested as this is the target population of the grant. Tests and forms provided. Record results.
October 25-26	3. Administer criterion-referenced METRA tests. Record results.
November 1-2	4. Record an item analysis on tests. Write an Instructional Plan based on assessed needs.
November 15-16	5. Inform student of test results, item analysis and program. Record student input. Set mutual or revised goals. Determine priorities. Record results.
November 15-16	6. Determine student learning style and record results.
February 28-March 1	7. Record all lesson plans of instructional sessions with student. All records must include date, times, objectives, procedures, materials, and results. A minimum of twenty (20), forty-minute sessions is required for a passing grade. (Students tend to progress in direct proportion to time spent in instructional sessions.)
March 14-15	8. Conduct the following as Post-Assessments: a. TABE b. METRA c. Readability on most recent material read at instructional or independent level
	9. Evaluate student progress by writing a Learning Gains Summary which includes: a. TABE Post minus Pre equal Gains b. METRA Post minus Pre equal Gains c. Number of words read successfully d. Reading Level of most recent material read at instructional or independent level
	10. Show students all results. Record student evaluation of the program.
	11. Prepare a written Summary Report to be read in class and included in case study. The Summary Report is to include statements of each of the items (1-10) above.
	12. Organize data in eleven (11) labeled sections. Secure all information in a notebook and hand in.

Special Note: The case study will be handed in on March 14, 15 and will be graded by the course instructor. On March 28, 29 it will be handed back for use in case study reports. At the end of class it will be collected again and become the property of the grant evaluation team. All findings will be summarized, evaluated, and distributed to all ABE programs in Virginia. It will also be reported on in a special ABE Conference in the summer of 1978.

CEED 555: WORKSHOP IN TEACHING READING TO ADULTS

Class Session Activities and Assignments

Sept. 13, 14 — Orientation, Requirements, Registration

1. Explanation of ABE Grant
2. University course registration
3. Participants will complete an individual questionnaire and a knowledge and skill self-evaluation.
4. Program Overview
5. Explanation of requirements.

Assignment: Bring notebook to next class session.
Choose one "typical" day. Record what you read for each hour of the day. Record also what you would have done if you were illiterate. Describe feelings.

Oct. 4, 5 — Characteristics of the Adult Learner - Literate and Illiterate

1. Each participant will introduce self and tell present teaching assignment, teaching experience, and reasons for joining this program.
2. Lecture: Adult Learner - definitions and characteristics; Literacy and Illiteracy in the United States
3. Each participant will report on reading diary and feelings.
4. Participants will discuss co-learner status of adult learning.
5. Explanation of student interview (handout).
6. Partners role-play co-learner interview.

Assignment: Locate case study-subject and conduct interview. Record subject's verbal responses.

Oct. 11, 12 — The Reading Process, Formal Text Procedures

1. Each participant will report on informal interview and co-learner base established with student.
2. Each participant will experience common perception and reading problems of an illiterate.
3. Lecture: The Reading Process (handouts).
4. Lecture: Formal Text Procedures (distribution of TABE).
5. Each participant will practice administering the test to a role-playing partner.

Assignment: Administer TABE to case study subject.
Bring 3 X 5 cards and flair pen to class.

Oct. 18, 19 — Reading Instruction Overview, Informal Testing Procedures

1. Each participant will score, interpret, and do an item analysis of the TABE.
2. Lecture: Reading Instruction: Historical and Current (handouts).
3. Introduction of text, Basic Reading for Adults.
4. Lecture: Informal Testing Procedures.
5. Each participant will practice administering METRA tests to role-playing partner (testing materials will be written on 3 X 5 cards).

Assignment: Read text, note difficulties encountered with respect to terminology, procedures, etc. Administer METRA tests.

Oct. 26, 27 — Item Analysis, Precision Teaching, Instructional Planning

1. Each participant will score, interpret, and do an item analysis of the METRA.
2. Lecture: Precision Teaching, Planning an Instructional Program for Adults (handouts).
3. Each participant will plan an instructional program based on student needs.

4. Each participant will plan and practice first lesson with role-playing partner.

Assignment: Conduct discussion with student on test results and program plans. Record student input. Set mutual or revised goals. Establish priorities. Conduct first lesson. Bring possible student reading materials to class.

Nov. 1, 2

Materials Assessment of Readability, Approaches to Reading

1. Each participant will report on program plans, student input, revisions, and goals.
2. Each participant will report on first lesson.
3. Lecture: Materials Assessment of Readability.
4. Each participant will do a readability assessment on possible student reading materials.
5. Each participant will practice material revision to lower readability to meet student needs.
6. Presentation of instructional and independent reading level concepts (handouts).
7. Each participant will construct a reading level inventory of student material.
8. Lecture: Approaches to Reading: General and Based on Student Learning Style.
9. Participants will practice with partner to determine learning style through introspective-retrospective interviewing and learning-method trials.
10. Participants will check out student materials for use and review.

Assignment: Determine student learning style. Record results. Continue working with students using learning style and student-selected materials.

Nov. 15, 16

Strategies for Teaching Word Attack Skills

1. Each participant will report on learning style assessment.
2. Each participant will report on instructional sessions.
3. Lecture: Strategies for Teaching Word Attack Skills (handouts).
4. Each participant will practice teaching words using variations and combinations of strategies.
5. Each participant will share problems in teaching most recent lesson, with a small group.
6. Participants will exchange and check-out project materials for use and review and will share findings with small group.

Assignment: Continue working with student. Record all plans and sessions. Using 3 X 5 cards, record all mispronounced words as "said: for."

Nov. 29, 30

Strategies for Overcoming Word Attack Problems

1. Each participant will put name on back of cards and hand in.
2. Through class discussion, each problem will be assessed and strategies for overcoming each problem will be offered.
3. Handouts will be presented for participants to assess student problems in word-attack, comprehension, and fluency.
4. Participants will practice problem assessment techniques with partners in class.
5. Participants will exchange and check-out project materials for review. Will share findings with small group.

Assignment: Continue working with student. Record all plans and sessions. Use 3 X 5 cards and "said: for" technique in lessons. Use handouts on problem assessment and record results on a checklist provided in class.

Dec. 13, 14

Strategies for Overcoming Comprehension Problems

1. Each participant will report on comprehension problems discovered in problem assessment and recorded on checklist.
2. Strategies for remediation of the problems will be presented.
3. Participants will practice remediation techniques with role-playing partners.
4. Lecture: Comprehension
5. Adult performance levels (APL) and functional reading concepts will be presented and discussed.
6. Small groups will share problems encountered in instructional sessions.
7. Participants will exchange and check-out project materials for review, and share findings.

Jan. 3, 4

Evaluation of Student Progress, Problem-Solving Session

1. In small groups, each participant will share a complete review of case study subject-assessment and lessons.
2. Each participant will record the problems encountered.
3. A problem-solving model will be presented and each group will work through the steps of the worksheets provided.
4. A recorder in each group will report to the whole class at the close of the session.
5. Materials exchange for review.

Assignment: Continue working with student.

Jan. 17, 18

Strategies for Fluency Improvement and Rate Building

1. There will be lectures, handouts, and worksheets on how to assess and improve fluency and reading rate.
2. Each participant will determine his own oral and silent reading rate using class materials.
3. Each participant will practice speed reading techniques.
4. A small group problem-sharing session will be held if needed.
5. Materials will be exchanged for review.

Assignment: Assess student's oral and silent reading rate. Begin improvement sessions if student wants it or feels it is necessary. Continue sessions with student.

Jan. 31, Feb. 1

Reports on Reading Assignments

1. Each participant will report on readings in teaching reading to the illiterate adult. These reports are to be from books, and professional journals.

Assignment: Continue working with student.

Feb. 14, 15

Presentation of Successful Strategies with Case Study Subjects

1. Each participant will present at least one method, procedure, or activity which worked in helping his or her student learn to read. A written description is to accompany the presentation with sufficient copies for each class member.

Assignment: Continue working with student. Bring to class student reading material which you plan to use in a future lesson.

Feb. 28, Mar. 1

Evaluation of Student Progress

1. Assessment methods will be reviewed and learning gains summary concept presented.
2. Each participant will prepare a Reading Level Inventory based on student material brought to class.
3. Each participant will complete a readability assessment of the material.
4. Each participant will determine, prepare, and practice post-assessment procedures.

Assignment: Count and record the number of words the student has read successfully during program. Record in case study. Administer TABE, METRA, RLI, and Student Evaluation of the Program. Discuss results with student. Prepare summary report. Complete case study for handing in.

Mar. 14, 15

Report on Case Studies

1. Each participant will read the summary report of the case study.
2. Each participant will hand in the case study.
   Note: Participants who will continue working with their students will need to make copies of the material from the case studies that they wish to keep.

Mar. 28, 19

Complete Case Study Reports, Evaluate Training Program

1. Instructor-evaluated case studies will be returned.
2. Case study reports will be given by participants who have not reported previously.
3. Each participant will evaluate the training program by completing an Evaluation Summary Form.
4. Case studies and project materials will be collected.

QUESTIONNAIRE FOR WORKSHOP PARTICIPANTS

Name:

Home Address: Work Address:

Home Phone: Work Phone:

Sex: Age: Degrees (years, location, degree, major):

Certification:

Present Employment:

Day Evening

Title: Title:

Location: Location:

Teaching Experience (location, level, years, etc.):

What reading courses have you completed?

What reading teaching experience have you had?

To what professional reading journals do you subscribe?

Why did you enroll in this program?

What do you expect to learn from this program?

What would you like to learn from this program?

What do you consider to be your major problems in teaching reading?

What contribution can you make to this class? (sharing of expertise, materials, etc.):

CEED 555: WORKSHOP IN TEACHING READING TO ADULTS

Name_____ Date_____

Please rate on a scale of 5 (highest) to 1 (lowest) your assessment of your present knowledge or skill for each of the following items. Circle each number.

	Excellent		Moderate		Poor
1. My knowledge of the characteristics of the adult learner is:	5	4	3	2	1
2. My knowledge of the definition of illiteracy is:	5	4	3	2	1
3. My knowledge of the incidence of illiteracy is:	5	4	3	2	1
4. My knowledge of the reading process is:	5	4	3	2	1
5. My knowledge of reading instruction is:	5	4	3	2	1
6. My skill in determining an adult's reading level with a formal test is:	5	4	3	2	1
7. My skill in determining an adult's reading level with informal measures is:	5	4	3	2	1
8. My skill in determining a student's learning style is:	5	4	3	2	1
9. My knowledge of reading approaches is:	5	4	3	2	1
10. My skill in teaching reading using a variety of approaches is:	5	4	3	2	1
11. My skill in determining the readability level of materials is:	5	4	3	2	1
12. My skill in lowering readability level of materials is:	5	4	3	2	1
13. My skill in determining a student's instructional or independent reading level is:	5	4	3	2	1
14. My skill in planning an individual instructional program based on student needs and learning styles is:	5	4	3	2	1
15. My skill in using a tutorial model for teaching reading is:	5	4	3	2	1
16. My skill in instructing an illiterate adult in how to learn to read is:	5	4	3	2	1
17. My skill in assessing reading problems is:	5	4	3	2	1

18.	My skill in remediating reading problems is:	5	4	3	2	1
19.	My skill in evaluating student progress is:	5	4	3	2	1
20.	My knowledge in teaching an illiterate adult how to read is:	5	4	3	2	1

Comments: _____

_____

_____

_____

PERSONAL THOUGHTS ON TEACHING AND LEARNING

Carl R. Rogers
University of Chicago

My experience has been that I cannot teach another person how to teach. To attempt it is for me, in the long run, futile.

It seems to me that anything that can be taught to another is relatively inconsequential, and has little or no significant influence on behavior. Quite possible this is simply a personal idiosyncrasy.

I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning.

Such self-discovered learning, truth that has been personally appropriated and assimilated in experience, cannot be directly communicated to another. As soon as an individual tries to communicate such experience directly, often with a quite natural enthusiasm, it becomes teaching, and its results are inconsequential. It was some relief recently to discover that Soren Kierkegaard, the Danish philosopher had found this too, in his own experience, and stated it very clearly a century ago. It made it seem less absurd.

As a consequence of the above, I realize that I have lost interest in being a teacher.

When I try to teach, as I do sometimes, I am appalled by the results, which seem a little more than inconsequential, because sometimes the teaching appears to succeed. When this happens I find that the results are damaging. It seems to cause the individual to distrust his own experience, and to stifle significant learning. Hence I have come to feel that the outcome of teaching is either unimportant or hurtful.

When I look back at the results of my past teaching, the real results seem the same--either damage was done, or nothing significant occurred.

As a consequence, I realize that I am only interested in being a learner, preferably learning things that matter, that have some significant influence on my behavior.

I find it very rewarding to learn, in groups, in relationships with one person as in therapy, or by myself.

I find that one of the best, but most difficult ways for me to learn is to drop my own defensiveness, at least temporarily, and to try to understand the way in which his experience seems and reels to the other person.

I find that another way of learning for me is to state my own uncertainties, to try to clarify my puzzlements, and thus get closer to the meaning that my experience actually seems to have.

This whole train of experiencing, and the meanings that I have thus far discovered in it, seem to have launched me on a process which is both fascinating and at times a little frightening. It seems to mean letting my experience carry me on, in a direction which appears to be forward, toward goals that I can but dimly define, as I try to understand at least the current meaning of that experience. The sensation is that of floating with a complex stream of experience, with the fascinating possibility of trying to comprehend its ever-changing complexity.

I am almost afraid that I may seem to have gotten away from any discussion of learning, as well as teaching. Let me again introduce a practical note by saying that by themselves these interpretations of my own experience may sound queer and abhorent, but not particularly shocking. It is when I realize the implications that I shudder a bit at the distance I have come from the common sense world that everybody knows is right. I can best

illustrate that by saying that if the experience of others had been the same as mine, and if they had discovered similar meanings in it, many consequences would be implied.

Such experience would imply that we would do away with teaching. People would get together if they wished to learn.

We would do away with examinations. They measure only the inconsequential type of learning.

The implication would be that we would do away with grades and credits for the same reason.

We would do away with degrees as a measure of competence partly for the same reason. Another reason is that a degree marks an end or a conclusion of something, and a learner is only interested in the continuing process of learning.

It would imply doing away with the exposition of conclusions, for we would realize that no one learns significantly from conclusions.

I think I had better stop. I do not want to become too fantastic. I want to know primarily whether anything in my inward thinking, as I have tried to describe it, speaks to anything in your experience of the classroom as you have lived it, and if so, what the meanings are that exist for you in <u>your</u> experience.

Remarks presented as a basis for discussion to the Harvard Conference on Classroom Approaches to Influencing Human Behavior, April 4, 1952

INFORMAL INTERVIEW

Directions: Conduct an informal interview in which you establish rapport and engage the student in a comfortable conversation. Illicit answers to the following questions without threatening or seeming to pry. The questions do not have to be answered in the order given here.

Name of student_____

Name of teacher_____ Date_____

1. What is your age? _____ Sex_____ Race_____
2. How many years did you attend school? _____
3. What was the last grade you completed? _____
4. Where were you born? _____
5. What is the first language you learned to speak? _____
6. What is your marital status? (single, married, separated, divorced, widowed)
7. Do you have children? _____ If so, how many? _____
8. What is your present employment? _____
9. What has been your experience with learning to read English?
10. Why do you want to learn to read?
11. What do you want to learn to read? (newspapers, magazines, books, etc.)
12. What materials do you have that you want to read?
13. What kind of job would you like to have? (general career interests)
14. What are your interests outside of your job?
15. What is your biggest problem in learning to read?
16. How has not being able to read affected your life?
17. What will being able to read change in your life?
18. What change(s) would you like to work on? (list, rank as to first, or highest priority)

CEED 555: WORKSHOP IN TEACHING READING TO ADULTS

Name of student_____

Name of teacher_____ Date_____

Record the following information on administration of the TABE, Form E

Student performance during the test (amount of effort, energy, attention, etc.).

Results:	Vocabulary	Comprehension	Total
Raw Score	_____	_____	_____
Grade Equivalent	_____	_____	_____

Item Analysis: Record the number of the items missed in each section. Review each item missed with the student. Record the student's explanation of why he responded the way he did. Tell the student you want to understand his thinking on certain items. Use the reverse side of this sheet and additional paper, if necessary. Note: This is a crucial step in gaining insight into how to successfully help a student overcome his reading problems. Sensitive, non-judgemental listening, and conscientious recording of his responses will allow you an opportunity to establish a therapeutic-learning relationship for you as well as the student.

PHONICS OVERVIEW

DEFINITIONS

1. phonetics - the science of speech sounds
2. phonics - the application of phonetics to the teaching of reading
3. alphabet letters - symbols for speech sounds
4. vowel sounds - sounds made with the mouth open and using the vocal chords
5. consonant sounds - sounds made with the mouth opening obstructed by lips, teeth and tongue with and without using vocal chords
6. semi-vowels - letters that act as both consonants and vowels
7. digraph - two letters that together produce one sound
8. diphthong - two vowels that together produce a compound sound
9. modified vowel - a sound that has been changed by the addition of another letter
10. schwa - neutral vowel sound
11. circumflex - a sound borrowed from another letter

BASIC REVIEW

1. There are 26 letters in our alphabet: however, only 23 are used to represent our 44 basic speech sounds. The c, qu, and x have sounds represented by other letters or letter combinations.
2. There are 44 basic speech sounds made by the majority of Americans. They may be grouped as follows:

   18 single consonant sounds: b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z

   6 consonant digraph sounds: ch, sh, hw, th, ng, zh

   5 long vowel sounds: a, e, i, o, u

   5 short vowel sounds: a, e, i, o, u

   3 modified vowel sounds: a(r), o(r), u(r)

   1 schwa sound: a quickly spoken short u

   2 diphthong sounds: oi, ou

   3 vowel digraph sounds: au, oo(long), oo(short) - all others take the long or short sound of one of their own letters

   1 circumflex sound: a

   ---

   44 basic speech sounds

3. These 44 sounds are spelled in many ways depending upon the origin of the words and the time the words appeared in printed form. Although our language has developed from other world languages, the spelling variations appear somewhat consistant.

THE BASIC 44 SPEECH SOUNDS AND THEIR MOST COMMON SPELLING VARIATIONS

Sounds	Examples	Spelling Variations
1. b	big	
2. d	dog	ed (loaned)
3. f	fox	ph (phone), gh (enough)
4. g	goat	gh (ghost), gu (guide)
5. h	hand	
6. j	jug	ge (age), gi (giraffe), gy (gyroscope)
7. k	kitten	c before a, o, u (cat, cow, cut) ch (school), ck (chick)
8. l	lion	
9. m	money	
10. n	no	kn (knee), gn (gnat), pn (pneumonia)
11. p	pig	
12. r	rat	rh (rhyme), wr (wrist)
13. s	sun	c before e, i, y (cent, city, cycle)
14. t	time	ed (wished)
15. v	very	
16. w	word	
17. y	yard	
18. z	zero	s (easy)
19. ch	chick	tu (nature), ti (question), te (righteous)
20. sh	ship	ti (nation), si (mission), ch (machine) ci (facial), ce (ocean), s (sugar)
21. hw	wheel	
22. th	think	
23. ng	ring	
24. zh		su (treasure), si (vision), ge (rouge) zu (seizure)
25. a (long)	cane	ai (rain), ay (gray), ea (great), ei (sleigh), ey (they), ue (suede), et (ballet)
26. e (long)	he	ee (tree), ea (read), ie (chief), ei (receive)
27. i (long)	life	ie (tied), y (try), ai (aisle), ei (height), ey (eye), ay (aye)
28. o (long)	hope	oa (boat), oe (toe), ow (know), ew (sew), ou (though), eau (bureau), eo (yeoman)
29. u (long)	cute	ue (true), ew (new), eu (feud), ou (you), ui (suit)
30. a (short)	ax	ai (plaid)
31. e (short)	egg	ea (thread), ei (heir)
32. i (short)	if	y (system), o (women)
33. o (short)	odd	a (what)
34. u (short)	under	o (honey), ou (enough)
35. a (modified)	car	al (calm)
36. o (modified)	for	ar (war)
37. u (modified)	turn	er (her), ir (stir), or (work), yr (myrth) olo (colonel)
38. u (schwa)	upon	a (away), e (present), i (possible) o (atmosphere), y (martyr) - usually found in unaccented syllables
39. oi (diphthong)	coin	oy (boy)
40. ou (diphthong)	house	ow (town)
41. au (digraph)	haul	aw (saw), all (call), al (salt)
42. oo (long)	moon	ue (blue), ew (flew), eu (rheumatism), u (rule), ou (soup)
43. oo (short)	book	u (put), ou (could)
44. a (circumflex)	rare	ai (air), ea (bear), pronounced with the short e sound

THE SYNTHESIS METHOD FOR PHONIC ANALYSIS

Since some 85-87% of the basic 17,000-word corpus of American-English is phonetically based, it is necessary that people understand phonic concepts in order to be independent readers. It is believed by many reading experts that even if no phonics is taught, readers make up their own generalizations about letter-sounds and how they work in words.

The most used, highest frequency words, however are not generally phonetically based, so that beginning reading that stresses a language, speech-to-print, approach usually teaches words by configuration and/or rote. These words can be taught by visual, auditory, kinesthetic, or tactual (VAKT) methods.

When phonetically based words appear they are best taught by the synthesis method becuase it more closely approximates sounds in words as contrasted to an isolated sound approach. The isolated sound methods tend to give cues to sounds <u>not</u> to be pronounced in the words. Example: buh + a + tuh = buhatuh whereas "ba" + "t" leads easier to bat.

To have smooth blending of sounds to words, the initial sounds should be those that can be pronounced without distortion as compared with their sound in words. The following letters can be used for initial sounds: a e i o u, f, h, l, m, n, r, s, v, and z. They are * on the following chart.

To teach sounds to students having visual deficits, each sound can be reinforced with pictures. For students having auditory deficits, the kinesthetic reinforcement of mouth placement and the sound production process can be added. All of the sounds can be taught in these ways.

*1. a - mouth open voice sound flows out (apple)

2. b - lips firmly together, voice box on, explodes to voiced vowel sound (bă̄t, bā̄b̆y)

3. c - back of tongue to roof of mouth - explodes to voiced vowel sound (cat, cake)

4. d - tongue firmly behind top of upper teeth voice box on- explodes to voiced vowel (dŏg, dăddy)

*5. e - mouth open, voice sound flows out (Ed, elephant)

*6. f - lower lip touching edge of upper teeth - sound flows out into voiced soung (fox, fun)

7. g - back of tongue firmly to roof of mouth - sound explodes to voiced vowel sound (go, goat)

*8. h - mouth open - breath is pushed out (hot, hat)

*9. i - mouth open - voiced sound flows out (Indian, igloo)

10. j - teeth together, tongue firmly behind teeth - sound explodes to voiced vowel sound (jug, jet)

11. k - back of tongue to roof of mouth - explodes to voiced vowel sound (kettle, kitty)

*12. l - tongue firmly behind top of upper teeth - slips down to allow voiced vowel sound to be said (lemon, lamb)

*13. m - lips together - voice box on - lips part to allow voiced vowel sound to come out (man, money)

*14. n - tongue behind teeth - voice box on - tongue falls back to allow vowel sound to come out (nest, new)

*15. o - mouth open, voice sound flows out (ox, off)

16. p - lips together - explodes to voiced vowel sound (pig, petal)

17. q - seen with u - pronounced as kw back of tongue touching roof of mouth - explodes to lips almost touching - opening to voiced vowel sound (queen, quick)

*18. r - tongue shaped with middle part close to roof of mouth, tip lowered - tongue relaxes to voiced vowel sound (rat, rabbit)

*19. s - teeth together air is pushed out, teeth part to voiced vowel sound (sat, sand)

20. t - tongue behind teeth, tongue quickly released to explode to voiced vowel sounds (tiger, Tim)

*21. u - mouth open, voice sound flows out (umbrella, under)

*22. v - lower lip firmly touching edge of upper teeth, explodes to voiced vowel sound (valentine, van)

23. w - lips almost touching, voice box on, lips relax to voiced vowel sound (window, wagon)

24. x - at the end of words has ks combination sounds (fox, box) - at the beginning x has a z sound as in xylophone

25. y - at the beginning of words the middle part of the tongue is behind the upper teeth with the tip of the tongue lowered. The tongue relaxes to a voiced vowel sound (yellow, yarn) In the middle or end of the word it has a voiced vowel sound (fly, baby)

*26. z - teeth together, tongue behind teeth - opened to vowel sound (zebra, buzz)

For additional sensory input each letter can be traced while the student says it.

One of the quickest ways of using the synthesis method is to teach a few (5 short) vowel sounds and ten consonant sounds in isolation as described above. Using only fifteen (15) of the sounds as a base the following synthesis, syllable, or coding units can be taught using the following procedure:

1. Instruct the student to fix his mouth for the initial sound.

2. Instruct the student in the kinesthetic (mouth part) process to produce the next sound.
3. Instruct or model the sound plus the process to produce the next sound until the student can do it.
4. Immediately reward the student.

The following syllables can be taught this way:

sa	ma	fa	ra	na	sa
se	me	fe	re	ne	se
si	mi	fi	ri	ni	si
so	mo	fo	ro	no	so
su	mu	fu	ru	nu	su
ma	ba	ga	ta	pa	da
me	be	ge	te	pe	de
mi	bi	gi	ti	pi	di
mo	bo	go	to	po	do
mu	bu	gu	tu	pu	du

The next step is to blend the syllable units with one of the already learned consonant sounds.

The following sounds can be used:

1. Instruct the student to say the syllable unit.
2. Instruct the student to maintain the vowel sound and produce the remaining consonant sound.
3. Instruct the student to say it like a word.
4. Instruct the student to explain, use, or demonstrate the word.
5. Reward the student.

The following words can be produced using this method.

an	sat	pat	set	sit	sob	sun
am	sag	pan	met	fit	sod	sum
	sap	tag	men	fin	mom	mug
	sad	tan	fed	rip	mop	mud
	Sam	tap	red	rid	fog	fun
	man	dad	net	rig	rob	run
	map		get	rim	rot	rut
	mat		bet	nip	not	nut
	mad		bed	big	got	gum
	fan		pet	bid	pot	gun

fat	peg	pin	top	bus
ran	ten	pig	dog	bum
ram	den	tip	dot	but
rat		dig		pup
rag		did		tub
nap		Tim		tug
gas				dug
bat				
bag				

85-87% of all words in school can be taught by this method. The remaining sounds and phonics generalizations are all that is necessary.

This method has been recommended by numerous reading experts for use with students who have word recognition problems.

INDIVIDUAL INSTRUCTION PLAN

Student_____ Teacher_____ Date_____

Directions: Record the student's strengths and needs as determined by the assessments (TABE and METRA). Record long range and immediate objectives. Have a conference with student and record the student's assessment of his strengths, needs, long range, and immediate objectives. Record mutually agreed-upon long range and immediate objectives.

Strengths and needs as determined by the TABE_____

_____

Strengths and needs as determined by METRA_____

_____

_____

Student's assessment of strengths and needs as determined by the TABE_____

_____

Student's assessment of strengths and needs as determined by METRA_____

_____

_____

Long Range Objectives (Teacher)_____

_____

Immediate Objectives (Teacher)_____

_____

Long Range Objectives (Student)_____

_____

Immediate Objectives (Student)_____

_____

Mutually Agreed-Upon Long Range Objectives_____

_____

Mutually Agreed-Upon Immediate Objectives_____

_____

Comments_____

_____

_____

LESSON PLAN NUMBER_____

Student_____ Teacher_____ Date_____

Time: From_____ To_____

Objectives (s)_____

_____

Materials (books(s), pages, 3 X 5 cards, paper, pen, etc.)_____

_____

_____

_____

Procedures (steps, methods, activities, learning style, etc.)_____

_____

_____

_____

_____

_____

_____

_____

Results_____

_____

_____

_____

Home Study Assignment_____

_____

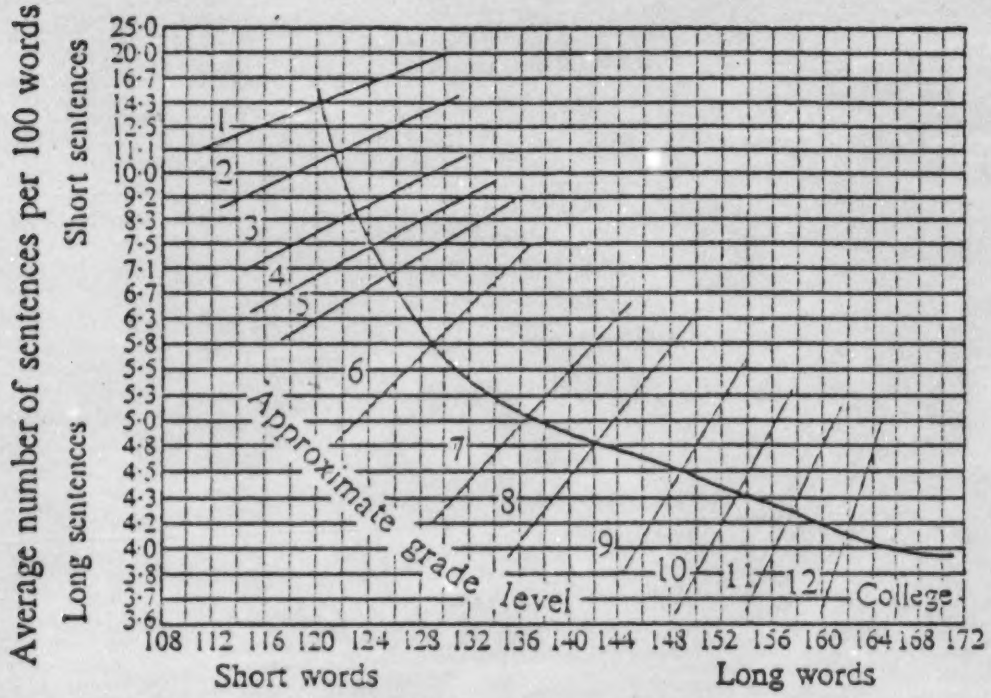
_____

Comments_____

_____

_____

Graph for estimating readability by Edward Fry, Rutgers University Reading Centre.



*Gilliland, John, Readability, University of London Press Ltd, 1972

READABILITY WORKSHEET FOR USE WITH THE FRY READABILITY GRAPH

Directions:

1. Complete introductory items Title through Teacher(s).
2. Mark off each 100 word sample with a slash (/).
   There should be a sample from near the beginning, near the middle and near the end of the material.
3. Record the beginning page number of each sample below.
4. Count the number of complete sentences in each sample. For partial sentences, count the words in the partial sentence and divide by the number of words in the complete sentence. Convert to the nearest tenth.
   Example: 7 in partial ÷ 11 in complete = .6
5. Record the sentences, both completes and partials.
   Example: 9.0, 8.5, 7.2, etc.
6. Count each syllable over one in each word. Add to 100. Record the total syllables in each sample below.
7. For each sample, locate the sentence count on the vertical line on the graph. Locate the syllable count on the horizontal line on the graph. Pursue each line to its intersection point with the other line. The point of intersection will fall within two diagonal lines which indicate the reading grade level. Record this number below.

TITLE: AUTHOR:

PUBLISHER: DATE OF PUBL:

GRADE (CLASS): TEACHER(S):

		SENTENCES	SYLLABLES	LEVEL
100 word sample near the beginning	page_____	_____	_____	_____
100 word sample near the middle	page_____	_____	_____	_____
100 word sample near the end	page_____	_____	_____	_____

READING RANGE FOR GRADES_____to_____

IMPEDILEXAE

Comments (style, content, interest, impressions, etc.)

HOW TO LOWER THE READABILITY LEVEL OF MATERIALS

Material that is at a student's frustration level, 0 - 91% word recognition and/or 0 - 50% comprehension, may be made easier by using the following procedure.

Step 1: Compute the readability of the material using an adaptation of the Fry formula for elementary materials.

Fry adaptation - Using a 100 word sample, count the number of sentences plus the fraction remaining to the nearest 10th. Count the number of syllables and plot the coordinates on the graph.

Since this formula determines difficulty levels by considering word length as compared with sentence length, the problem of lowering the level is to restate the same ideas of the passage in shorter words and shorter sentences.

Step 2: Determine the minimum essentials of the passage, or chapter, necessary for understanding the basic idea. These are usually the topic or main idea sentences of each paragraph and are found most frequently at the first of the paragraph. The second most frequent location is at the end of the paragraph.

Step 3: Determine which long words are essential for understanding. If possible, substitute shorter synonym words for these words. If this is not possible, write in the definition or explain the word using shorter words.

Step 4: Rewrite the passage using the minimum essentials of the main idea sentences with only the details necessary to get across the ideas.

Step 5: Check your rewritten passage with the Fry adaptation.

MATERIALS REVIEW

Assignment: Select several of the following materials for review. Prepare a written report to be handed in. Be prepared, also, to share your information with the class. These materials have been purchased or donated for this project. Publisher addresses appear on a separate page in the event that you would like to order any of these materials.

1. The Mature Student's Guide to Reading and Composition: Book 1 and Teacher's Manual (SRA)
2. Getting It Together, Resource Book, Teacher's Guide and Key (SRA)
3. The Job Ahead, Instructor's Handbook, and Four Resource Books (SRA)
4. System for Success Books 1 and 2 (Follett)
5. Getting Started - 1, on the Way - 2, and Full Speed Ahead - 3 (Follett)
6. Finding Work, Budgeting (Follett)
7. Adult Reading Program (Steck-Vaughn)
8. Basic Education: Reading Book 1 (Follett)
9. Real Life Reading Skills (Scholastic)
10. Cambridge Adult Basic Education Series Language Arts Program - Reading 1, 2, 3, 4 (Cambridge)
11. Just Around the Corner (Cambridge)
12. Reading Performance, Improvement, Competence, Achievement - 4 books (Cambridge)
13. Know The Signs Books 1 and 2 (Frank Richards)
14. Application Forms (Frank Richards)
15. How Adults Learn (Association Press)
16. Modern Practice of Adult Education (Association Press)
17. The Adult Learner (Gulf)
18. Literacy Education for Adolescents and Adults (Boyd and Fraser)
19. In-Service Training for Teachers of Adults (NAPCAE)
20. Tested Techniques for Teachers of Adults (NAPCAE)
21. Vest-Pocket Dictionary (Follett)
22. Webster's New School and Office Dictionary (Fawcett World Library)

23. Webster's New World Twenty Thousand Word Book (Collins)

24. Effective Reading for Adults (Brown)

25. Solutions to Reading Problems (Academic Therapy)

26. Teaching Reading to Non-English Speakers (Macmillan)

27. Teaching Adults to Read (Houghton Mifflin)

28. Teaching Reading to Adults (Monarch)

29. Getting People to Read (Dell)

30. Adult Reading Center (Reader's Digest)

31. Survival Reading Task Cards (Teacher's Exchange)

32. When You Teach English As A Second Language (Book-Lab)

33. Hip Reader Program/Basic and Extension Sets (Book-Lab)

34. Reading Attainment Starter Kit (Grolier)

35. Reading Attainment System 1 (Grolier)

36. Reading Lab IVa (SRA)

37. Reading for Understanding (SRA)

PUBLISHERS AND ADDRESSES

SRA - Science Research Associates, 259 East Erie St., Chicago, IL 60611

Follett Publishing Co., 1010 West Washington Blvd., Chicago, IL 60607

Steck-Vaughn Company, Austin, Texas

Scholastic Book Services, 904 Sylvan Ave., Englewood Cliffs, NJ 07632

Cambridge Book Company, 488 Madison Ave., New York, NY 10022

Frank E. Richards, Publisher, Phoenix, NY 13135

Association Press, 291 Broadway, New York, NY 10007

Gulf Publishing Co., P.O. Box 2608, Houston, TX 77001

Boyd and Fraser Publishing Co., 3627 Sacramento St., San Francisco, CA 94118

NAPCAE National Association for Public Continuing and Adult Education, 1201 Sixteenth St., N.W., Wash. D.C. 20036

Fawcett World Library, 1515 Broadway, New York NY 10036

Collins, William and World Publishing Co. Inc., 2080 W. 117th St., Cleveland OH 44111

Wm. C. Brown Co., Publishers, 2460 Kerper Blvd., Dubuque, IA 52001

Academic Therapy Publications, 1539 Fourth St., San Rafael, CA 94901

Macmillan Publishing Co., Inc., Riverside, NJ 08075

Houghton Mifflin Co., 2 Park St., Boston, MA 02107

Monarch Press, 1 W. 39th St., New York, NY 10018

Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, 245 E. 47th St. New York, NY 10017

Reader's Digest Services, Ina., Educational Division, Pleasantville, NY 10570

Teachers Exchange of San Francisco, 600-35th Ave., San Francisco, CA 94121

Book-Lab, Inc., 1449 Thirty-Seventh St., Brooklyn, NY 11218

Grolier Educational Corporation, 845 Third Avenue, New York, NY 10022

INSTRUCTION MODELS FOR WORDS

Visual Emphasis (Look-say)

1. Present the word on a card, chalkboard, or on paper.
2. Pronounce the word for the student.
3. Have the student pronounce the word while looking at it.
4. Reinforcement activities such as selecting the word from a group of words, drawing a picture to illustrate the word, using the word in a sentence, locating the word in a written sentence, etc. should follow.

Auditory Emphasis (Phonetic)

1. Present the word on a card, chalkboard, or on paper.
2. Expose the first letter or letter-group.
3. Pronounce the sound(s) of the first letter or letter-group. The sounds pronounced are the sounds in that word. If the letter sound cannot be said in isolation, it should be pronounced in conjunction with the vowel sound following the letter or by telling the student the mouth position and sound production.
4. Have the student pronounce the exposed part of the word.
5. After the first pronunciation unit is said correctly, the additional letter sound (as with a one syllable word) is pronounced in isolation or as a mouth position.
6. Words of two or more pronunciation units are presented with each unit as an addition and pronounced after each new unit is added.

   Example: 1 2 3

   ex + cel + lent
7. When the entire word has been correctly pronounced, the meaning must be established immediately. The student or the teacher should discuss what the word means and use it in a sentence.
8. Reinforcement activities allowing the student to practice reading the word should follow.

Kinesthetic Emphasis (Writing while saying)

1. Present the word on a card, chalkboard, or on paper.
2. Pronounce the word for the student while writing the word.
3. Have the student pronounce the word while writing it.
4. Compare. Cover the word or turn the card face down.
5. Have the student pronounce the word while writing it from memory, compare, and repeat the procedure until the student can write it correctly from memory.
6. Reinforcement activities such as writing the word in the air, on the chalkboard, in stories, and on worksheets should follow.

Tactual Emphasis (Tracing)

1. Present the word on a card, chalkboard, or on paper.
2. Trace the letters of the word with the index finger while saying the word.
3. Have the student trace the word while saying it.
4. Continue having the student trace the word while saying it until he can write it for memory.
5. Reinforcement activities such as tracing the word on a chalkboard until it "disappears," tracing over a prepared word written with a flair pen, writing the word in stories, or in a word book should follow.

ASSESSMENT OF STUDENT LEARNING STYLE

Name of Student_____ Teacher_____ Date_____

Directions: A Reading learning style is a person's way of acquiring knowledge and skill in the act of reading. To assure efficiency in reading acquisition, it is important to determine a person's special way of learning to read new words. This is accomplished through conferences and trials with instruction models, their combinations, and variations.

Step 1. Ask the student to think of a word he knows how to read and recall how he went about learning it. Record the word and the student's response.

_____

_____

Step 2. Ask the student to tell you a word he would like to learn. Record the word.

_____

Step 3. Discuss with the student how he thinks he could learn the word. Record his or her response.

_____

_____

Step 4. Choose one of the instruction models and try it out. Record which model, which steps, and the result. Note: The auditory model can be used only for phonetically-based words.

_____

_____

_____

Step 5. Continue with the other models, combinations and variations, until you and the student think the word has been learned. Record the results.

_____

_____

_____

_____

_____

_____

_____

_____

_____

PREREQUISITES FOR THE TUTORIAL ROLE*

Many kinds of people serve in the role of a tutor. There are professional teachers and untrained volunteers frequently working side by side. The following are some of the characteristics all tutors should possess in order to carry out their important role.

1. Genuine Interest - The tutor must be genuinely interested in the student he teaches. He must unselfishly give of himself without regard to monetary rewards. His intense concern for the student's problem guides him in his relationship with the student. He realizes that praise works better than punishment. He respects the fact that people can have problems; he has a firm belief that, through remedial intervention, improvement will be forthcoming.

2. Love of Teaching - The tutor must love the type of work he is doing, and must do it without grudge or selfish motives. There are many people who have a natural "knack" for teaching, be they professional teachers or laymen recruited from the community at large. If teaching or tutoring is considered a chore or a burden, no success can be expected.

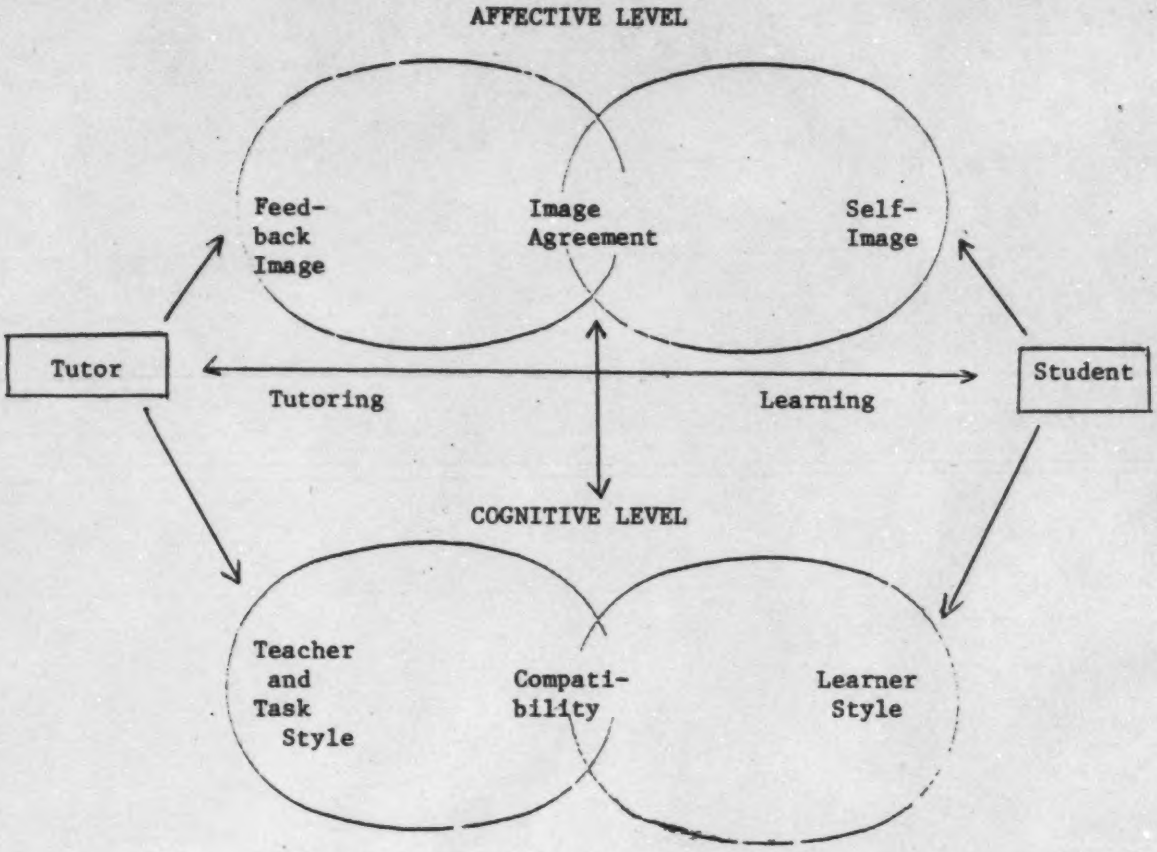
3. Personal Involvement - Since poor readers often have secondary emotional problems concomitant with their reading deficiencies, the tutor must become involved personally in the tutorial situation. Teaching "techniques" are not enough. Human concern and warmth are basic ingredients to penetrate the deeper psychological feelings of a disabled reader.

4. Willingness to Learn - A tutor must constantly search for new approaches and methods and be willing to participate in training programs with a

*Wagner, Rudolph F., Helping the Wordblind, The Center for Applied Research in Education, Inc., West Nyack, New York 10094 (1976)

mind open to new and innovative techniques. No one approach can be considered the "right" way. Teacher or tutor must learn from experience and continuously train himself in new ways of teaching. Both professional teachers and laymen need this constant upgrading of their skills.

5. Responsibility - While the tutor is responsible for the quality of work involved during tutorial sessions, he receives his instructions and general strategy of approach from a professional person. The tutor's primary function is to carry out these educational and professional prescriptions. He does not make incisive changes without professional consultation.



TUTOR: Well, let's try it!

STUDENT: I can't. Too hard. I just haven't got what it takes.

TUTOR: Come on, John, you did it yesterday. Try it again.

STUDENT: Well, OK. I'll try again; maybe this time I'll get it.

TUTOR: See, you can do it! Do it once more, come on!

STUDENT: Hey, I didn't know I could do that!

The lower level of the figure shows the cognitive or skill level. Here straight teaching takes place but our poor reader still has to be taught with unconventional approaches and methods. The tutor has observed the learner's own learning style and now carefully selects the reading tasks that are compatible with his style and appropriate to the task. Again, as an example, let us tune in on a verbal interchange between tutor and student:

TUTOR: Well, how about reading this passage?

STUDENT: OK, but I have to do it my way.

TUTOR: That's fine with me. I know you like to look at the big words first and see if you can find some syllables that look familiar to you.

STUDENT: Well, let's see. There is con, that's a prefix, as you call it. Oh, here is ion at the end of the word. Don't tell me, let me figure it out by myself.

TUTOR: Go ahead!

STUDENT: Hey, con-ver-sation, that's it, conversation. I got it.

TUTOR: That was smart, John. Just break those big words down if you can't get them at first glance. Other students do it differently, like "sounding them out," you know. That's another way of doing it. We'll try that some other time, but meanwhile, keep on doing it your way. You read the word correctly; conversation. Good, man!

The tutor does not switch systematically from cognitive to affective domain, but he may switch as the situation demands. He should not feel guilty if at any time during the session the student seems to need extended time on the affective level, especially in the beginning of the tutorial relationship. As the hurt self-image is improved, more and more work will be accomplished on the cognitive/skill level.

SUCCESS ORIENTED EXPERIENCES LEADING TO READING

Tutorial Models

These experiences are designed for the tutor with little or no experience in the teaching of reading. The only requirement is that the tutor can read.

I. Oral Reading of Student-Selected Material

A. Student selects book, story, poem, or any material he wants to read.

B. Tutor reads it to him while pointing to the words as they are being read.

C. Tutor records the material on tape.

D. Student practices reading along with recording while pointing to words until mastery level has been reached.

E. Student demonstrates his success and is appropriately rewarded. (Examples: reads to class, tutor, parents, etc.)

F. Student records his reading. (Tape becomes part of class library for others to use to learn to read the material--"talking book")

II. Student Creates Own Material

A. Oral Method

1. Student tells story to tutor.
2. Tutor writes it.
3. Student reads his story until mastery is reached.
4. Word cards are made and word file is started. (Word cards can be used in games).
5. Student demonstrates success and is appropriately rewarded. (Examples: story is displayed on bulletin board, put in library for others to read, is read to classmates, etc.)

B. Written Method

1. Student writes his own story. Tutor supplies only those items asked for by the student. (Example: letters, words, punctuation, etc.)

2. Tutor gives positive reinforcement for all attempts.

3. Student reads his story and is appropriately rewarded. (see examples above.)

III. Silent Reading of Student Selected Material With Written Response

A. Student selects material.

B. Student reads silently with tutor giving help when needed (asked for by student).

C. Student writes about what he has read with tutor giving help when needed. (Written responses may be summaries, whatever he remembers, whatever he wants to say about the material--feelings, critiques, etc.)

D. Student demonstrates success and is appropriately rewarded.

THE FERNALD METHOD OF REMEDIATING READING DISABILITIES

Source: Remedial Techniques in Basic School Subjects by Grace M. Fernald, McGraw-Hill Book Company, Inc., New York, 1943, 1971.

The student selects any word, regardless of length, he wants to learn. It is taught to him by the method described below. As soon as several words are learned, the student is encouraged to write stories of anything of interest. Each word he then wishes is learned before it is written in his story. Whatever story he writes is typed for him within 24 hours so that he may read it while the original is fresh in his mind.

The method is described in four stages:

STAGE 1 - TRACING

The word is written for the student with crayon on paper in blackboard-size script, or in print, if manuscript writing is used. The student traces the word with finger contact, saying each part (syllable)of the word as he traces it. He traces with one or two fingers as he wishes. This process is repeated until the student can write the word without looking at the copy. He writes the word once on scrap paper and then in his story. After a story is written by the student, it is typed for him and he reads it in print. The student files the words under alphabetically arranged letters in a word file.

STAGE 2 - WRITING WITHOUT TRACING

After a period of tracing, which varies with each person, the student learns a new word by looking at the word (written by the teacher), saying it to himself as he looks at it, and then writing it without looking at the copy, saying each part of the word as he writes it. A smaller size word box and cards are now substituted for the large size used in stage one.

STAGE 3 - WRITING FROM TEXT

The student learns a word from the text (a printed word in a book) by looking at

it and saying it to himself before he writes it. The teacher pronounces the word only when the student asks for the pronunciation. The student now reads from books and no longer keeps a word file. He is allowed to read as much as he wishes. He is told words he does not know. The new words are written from memory to insure they are retained.

STAGE 4 - READING WORDS BY RECOGNIZING SIMILARITIES TO KNOWN WORDS

Soon after the student is able to learn from the printed word, he begins to generalize and to make out new words from their similarity or resemblance to words he already knows. He is told words he wants to know, writes them from memory, and goes on with his reading. Eventually he is able to retain the word if he is told what it is and can dispense with the writing.

THE NEUROLOGICAL IMPRESS METHOD*

BY

R. G. HECKEIMAN, Ph.D.

The Neurological Impress Method (NIM) is a procedure which calls for a multi-sensory approach to remedial reading. It is most effective when it is employed in a one-to-one relationship.

The individual method consists of the instructor and the student meeting for approximately fifteen minutes a day in consecutive daily sessions for a total period of time ranging from eight to twelve hours. If this method is proving effective, there is often a sharp rise in achievement at about the eighth hour of instruction.

The student is seated slightly in front of the instructor so that the instructor's voice is close to the student's ear. From the very first session the instructor and the student read the same material out loud together. It is generally advisable in the beginning sessions for the instructor to read in a louder voice and slightly faster pace than the student. In the initial sessions, the paragraphs or sentences are repeated several times until a normal, fluid reading pattern is established. In most cases two to three minutes of repetitious patterning is sufficient.

Very little preliminary instruction is given to the student before the reading starts. He is told not to think of reading, since we are training him to slide his eyes across the paper. At no time is any correction done with the student. When the instructor and the student read together, the teacher moves his finger simultaneously under the spoken words in a smooth, continuous fashion at precisely the same speed and with the same flow as his verbal reading. For the purpose of the NIM it is absolutely essential that the finger movements, voice, and words all be synchronized.

*Solutions to Reading Problems, Academic Therapy Publications, 1974

INFORMAL READING INVENTORY

Definition:

An Informal Reading Inventory is a non-standardized, teacher-made assessment in which the student is asked to process printed materials and give evidence of understanding. The student is given three consecutive samples of connected print, such as a story, an article, a chapter, a book--any printed matter excluding word lists. He is asked to demonstrate the ability to read orally on the first sample and is then asked to answer questions about the material just read. During the oral reading, the examiner records the student's errors and determines the degree of word recognition skill. The second sample is to be read silently and is followed by questions about the material just read. The third sample is read to him. He is to listen and answer questions about it at the conclusion of the reading. The evidence of his understanding, or comprehension, is his answers to the questions asked. The examiner then determines the degree of comprehension the student has gained from the exposures to the material. A comparison of his degree of word recognition skill, expressed in percents, with his comprehension scores indicates the student's ability to get meaning from printed material.

Levels of the student's processing skill are described in the following terms: independent reading level means the student should have no difficulty in reading the material independent of specific instruction; instruction level means the student can read the material if he can get help with some of the words and some of the ideas in the material; frustration level means the student has such difficulty with the words and/or ideas that he cannot comprehend, or understand the material.

This instrument can determine the extent of the student's reading ability and can be used to help place students in materials which they can read independently and/or with proper instruction.

Significance:

This IRI can be given to students in reading level grades 1 through 12. The materials used can be any classroom and library materials as well as newspapers and magazines. If a grade-level readability score is desired, a readability formula, such as the Fry or Smog, can be used. Directions for using the Fry Readability scale on the samples are included in this section.

Since each sample must be at least one hundred words, the total must exceed three hundred words. Each sample must end in a complete sentence or conclude a paragraph so the student is allowed to process stated ideas.

In order to be able to record the student errors on the oral reading, the examiner needs to be familiar with the system for recording incorrect responses, presented in the Word Attack Analysis section. Error analysis on the oral reading will yield information that the examiner can use for further assessment and initial programming.

Error analysis on the comprehension can be used to give the examiner precise information on the kind of understanding the student is evidencing. For example; the student is asked to respond to questions which are designed to be information producing. If the student does not know "who" is in the story, the examiner will be cued to help the student learn to look for names and can set up an instructional program to improve the student's understanding on a literal level. Questions such as who, what, when, and where represent information gathering on the literal level. Questions of how and why represent information gathering on a higher level of thinking which can be termed inference, implication, or critical reading skill.

From having the student listen to a sample it is possible to determine if the student can understand a story when it is read to him or is taped for him.

Comparisons of comprehension scores can help the examiner to determine if the student comprehends better from oral reading, silent reading, or listening to reading.

Thus, this IRI can be used as the foundation for placing students in materials where they will be likely to succeed in getting information from print, and it will give the examiner or teacher information as to the types of errors made and the help the student needs in terms of instructional programming.

Task:

The student is to demonstrate his or her ability to process material in three different situations. In the oral reading assessment the student is to read the sample orally and answer questions on the sample. In the silent reading assessment, the student is to read the sample silently and answer questions about it. In the listening assessment, the student listens to the teacher read and answers questions about it.

Score:

Percent scores are used because the samples are close to one hundred words. Each sample is scored on the following basis.

Word recognitions from Oral Reading Sample: each error equals minus 1 from one hundred percent, thus 1 error from 100 equals 99%, etc.

Comprehension on oral and silent reading samples: each error equals a judgement of from 1 to 10 percent. The total possible scores, from the first ten questions equals 100 percent.

Comprehension on the listening sample: each error equals a judgement of 1 to 25 percent.

Materials:

Samples of printed material in excess of 300 words total are needed.

An IRI Record form completed except for the student responses is also required (completed IRI Record forms are included for reference).

General Procedure for completing IRI Record Form.

1. Enter the following general information on the record form:
   a. Student name
   b. Examiner
   c. Book Title
   d. Level (if given)
   e. Grade (if given on Readability level)
2. Enter the following information for each sample on the record form:
   a. Exact number of words in sample making sure the sample ends in a complete sentence - ex. (__102__ words).
   b. Beginning page number of sample - ex. page 7.
   c. Beginning paragraph of sample (count paragraphs from the first paragraph on the beginning sample page only).
   d. First word of sample - ex. Down.
   e. Ending page number of sample - ex. 10.
   f. Ending paragraph of sample (counting paragraphs from the first paragraph on the page) ex. - 3.
   g. Last word of sample - ex. house.
3. Write questions to determine student's degree of comprehension for each sample. Use from the question words of who, what, when, where, how, and why as follows:
   a. Read the sample.
   b. Determine which question words (of the six above) are appropriate for the sample read. Some samples are so literal in nature that the questions

of how and why would be inappropriate.

c. Write the required number of questions for each sample. ex. oral sample - 5 questions; silent sample - 5 questions.

The completed IRI Record Form sample is made from a reader of the 1974 edition of the Bookmark Reading Program published by Harcourt Brace Jovanovich, Inc.; New York.

Procedure:

Oral reading sample

1. The examiner gives the book or material to the student and directs him to read the indicated passage aloud.
2. The examiner records errors the student makes on the IRI Record Form under the headings "said" and records the correct word under the heading "for" as the student reads orally.
3. At the conclusion of the sample reading, the examiner takes the book from the student and asks the five questions on the material just read.
4. The examiner determines the "correctness" on a point value of from one to ten for each question and records the point value after the question. The student response may be recorded if the examiner wants more information.

Silent reading sample

1. The examiner gives the book or material to the student and directs him to read the indicated passage silently.
2. At the conclusion of the silent reading, the examiner takes the book from the student and asks the five questions on the material just read.
3. The examiner determines the "correctness" on a point value of from one to ten for each question and records the point value after the question. The student response may be recorded if the examiner wants more information.

Note: At this point the examiner can determine the adequacy of materials for the student's use by the student's ability to read the material independent of teacher assistance, with proper instruction, or inability to read the material

because of errors in reading or understanding IRI. The scores in percents must meet the minimum requirements on the chart.

Listening sample

1. The examiner reads the indicated passage aloud to the student.
2. At the conclusion of the reading, the examiner asks the four questions on the IRI record form.
3. The examiner determines the "correctness" of the response on a point value of 1 to 25 and records the point value to the right of the question. The student response may be recorded if the examiner wants more information.

Instructions to the Student:

Oral Sample: I would like you to read aloud from here (point to the first word) to here (point to the last word of the sample). When you finish I will ask you some questions about what you read.

Silent Sample: I would like you to read silently from here (point to first word of sample) to here (point to last word of sample) and then answer some questions about what you read.

Listening Sample: I would like you to listen carefully as I read to you. When I finish I will ask you some questions about what I read.

Evaluation:

Observe student's general attitude and level of tension. Note any speech difficulties or variations. Terminate the test if the following symptoms are observed:

1. Student stutters excessively shakes, blocks, or cries.
2. Student makes ten errors on the reading aloud section of the oral sample.
3. Student misses five out of the first ten questions.

Categories and specific examples of oral reading errors are given below.

	Categories of Errors	Examples and Recording Models Said	For
1.	omission	_____	this
2.	insertion	the	_____
3.	substitution (real words)	winter	snow
4.	reversal-transportation	was	saw
5.	mispronunciation (not real word)	simtif	misfit
6.	partial mispronunciation	run	runs
7.	repetition	the the	the
8.	inversion	not did	did not

Each error receives minus one. Total errors are to be subtracted from 100.

Student responses to questions are evaluated as to "correctness" on a point value from one to ten on the first ten questions, and one to twenty-five on the listening sample questions. No response is evaluated as zero points.

Score: % Word Recognition _____

% Comprehension _____

Reading Level _____

Key: Minimum percents of word recognition and comprehension must be reached to receive the following labels.*

99% Word Recognition 90% Comprehension = Independent Level

95% Word Recognition 75% Comprehension = Instruction Level

90% or less Word Recognition 50% or less Comprehension = Frustration Line

75% score Listening Comprehension Level

INFORMAL READING INVENTORY

STUDENT NAME: EXAMINER:

BOOK TITLE: LEVEL: GRADE:

ORAL READING SAMPLE: Beginning page: paragraph: first word:
(words) Ending page: paragraph: last word:

SAID FOR ANALYSIS QUESTIONS:

1.

2.

3.

4.

5.

SILENT READING SAMPLE: Beginning page: paragraph: first word:
(words) Ending page: paragraph: last word:
QUESTIONS:

1.

2.

3.

4.

5.

RESULTS: % WORD RECOGNITION % COMPREHENSION = LEVEL

Key: 99% Word Recognition 90% Comprehension = Independent Level
95% Word Recognition 75% Comprehension = Instruction Level
90% Word Recognition 50% Comprehension = Frustration Level

LISTENING SAMPLE: Beginning page: paragraph: first word:
(READ BY TEACHER) Ending page: paragraph: last word:
(words)
QUESTIONS:

1.

2.

3.

4.

Key: 75% Comprehension = Listening Comprehension Level

INDIVIDUAL INFORMAL READING INVENTORY

STUDENT NAME: TEACHER:

BOOK TITLE: Sun and Shadow LEVEL: 4 GRADE: Primer

ORAL READING SAMPLE: Beginning page: 7 paragraph: 1 first word: Down
(102 words) Ending page: 10 paragraph: 3 last word: house

SAID	FOR	ANALYSIS

QUESTIONS:

1. When did the story happen?
2. Where was Jill?
3. What went on in Stan's house?
4. What went to Jill's house?
5. Who did Jill meet?

SILENT READING SAMPLE: Beginning page: 11 paragraph: 1 first word: The
(113 words) Ending page: 13 paragraph: 2 last word: moonlight

QUESTIONS:

1. When did the story happen?
2. What ran up the hill?
3. What ran when the rabbit ran?
4. What swam in the pond?
5. What did the ducks get?

RESULTS: % WORD RECOGNITION % COMPREHENSION = LEVEL

Key: 99% Word Recognition 90% Comprehension = Independent Level
95% Word Recognition 75% Comprehension = Instruction Level
90% Word Recognition 50% Comprehension = Frustration Level

LISTENING SAMPLE: Beginning page: 16 paragraph: 1 first word: Greg
(READ BY TEACHER) Ending page: 18 paragraph: 4 last word: did
(102 words)

QUESTIONS:

1. Where was Greg sitting?
2. At what was Greg looking?
3. Who came into the yard?
4. What did Greg do?

Key: 75% Comprehension = Listening Comprehension Level

Addenda:

The following adaptation of the "Graph for Estimating Readability" by Edward Fry** is included for figuring out the approximate reading grade equivalency level of each of the sample passages. Because of the variability of readability levels in printed materials, a measure of specific passages will provide the examiner with additional information for placing of students in appropriate materials. It is also possible for the examiner to rewrite stories or articles that prove frustrating for the student. Apply the following adaptation to the rewritten material to provide a check on whether or not the readability level has been lowered.

* Johnson, Marjorie Seddon and Kress, Roy A., Informal Reading Inventories, International Reading Association, Newark, Delaware, 1965.

** Rutgers University Reading Center

ADAPTATION OF GRAPH FOR ESTIMATING READABILITY FOR USE WITH THE IRI SAMPLES

Use the first one hundred words of each sample (oral, silent, listening).

1. Mark the end of the first 100 words of the sample with a slash (/).

2. Count the total number of sentences in the 100 word sample (estimating to the nearest tenth of a sentence).

   Step 1 - Count the complete sentences.

   Step 2 - When a partial sentence is left, count the total number of words in the sentence, divide by the number of words in the sample portion, and convert to the nearest tenth of a sentence.

   Example: There is a partial sentence/at the end of the sample.

   Total words in the sentence = 11

   Words in sample portion = 5

$$11\overline{)\,5.00} \quad .45 = .5$$

$$\begin{array}{r} 44 \\ \hline 60 \end{array}$$

   Total number of sentences in the 100 word sample _____ 11.5

3. Count the total number of syllables in each 100 word sample. Since each word contains one syllable, simply count the additional (over one) syllable(s) in each of the words and add to 100 for your syllable count.

4. Plot on the graph the number of sentences per hundred word sample and the number of syllables per hundred words. Perpendicular lines mark off the approximate grade level areas indicated with the numbers.

Example:

	Sentences per 100 words	Syllables per 100 words	Approx. Grade Level
100 word sample - Oral	9.8	121	3
100 word sample - Silent	10.4	117	2
100 word sample - Listening	9.6	106	2

The following example shows this procedure using the data from the IRI sample of Ring Around the World for grade 3[2].

Oral Sample:

Step 1. Exact words 101-1 = 100 words for readability sample

Step 2. Number of complete sentences = 9

Partial sentence to nearest tenth

(5/6th of sentence = .8) = .8

Total sentences in 100 word sample = 9.8

Step 3. Syllables in 100 word sample

Assumes 100 one-syllable words = 100

Additional (over one) syllables = 18

Total = 118

Step 4. Plot on the graph

9.8 sentences, 118 syllables = approximate grade level 3

Listening Sample:

Step 1. Exact words 105-5 = 100 words for readability sample

Listening Sample (Cont.)

Step 2. Number of complete sentences = 9

Partial sentence to nearest tenth

(9/14th of sentence = .6) = .6

Total sentences in 100 word sample = 9.6

Step 3. Syllables in 100 word sample

Assume 100 one syllable words = 100

Additional (over one) syllables = 6

Total = 106

Step 4. Plot on the graph

9.6 sentences, 106 syllables = approximate

grade level 2

USING THE FRY READABILITY GRAPH ON AN INFORMAL READING INVENTORY

Student_____ Teacher_____ Date_____

Title of Material_____ Author_____

Publisher_____ Date of Publication_____

		Sentences	Syllables	Level
1st 100 words of Oral Sample	page____	____	____	____
1st 100 words of Silent Sample	page____	____	____	____
1st 100 words of Listening Sample	page____	____	____	____

Approximate Reading Level of IRI Sample_____

IRI Results

_____% Word Recognition from Oral Sample

_____% Comprehension from Oral and Silent Sample

_____% Comprehension from Listening Sample

This material is on the student's _____ Level.

As this reading material is estimated to be at the _____ grade level,
this student is able to read _____ level material _____.
(independently or with instruction)

This student is frustrated with _____ level material.

Directions:

1. Complete introductory items (Student through Date of Publication).
2. Mark off the first 100 words of each sample (oral, silent, listening).
3. Record the beginning page number of each sample.
4. Count the number of complete sentences in each sample. For partial sentences, count the words in the partial sentence and divide by the number of words in the complete sentence. Convert to the nearest tenth. Example: 7 in partial; 11 in complete = .6
5. Record the sentences, both complete and partials. Ex. 9.0, 8.5, 7.2, etc.
6. Count each syllable over one in each word. Add to 100. Record the total syllables in each sample.
7. For each sample, locate the sentence count on the vertical line on the graph. Locate the syllable count on the horizontal line on the graph. Pursue each line to its intersection point with the other line. The point of intersection will fall within two diagonal lines which indicate the reading grade level. Record this number above.
8. Add the three level scores and divide by three to get the average. Record that number as the approximate reading level of the IRI sample.
9. Copy the IRI results from the IRI worksheet.

EVALUATION SUMMARY OF CASE STUDY

Student_____ Teacher_____

Pre-Test Dates

TABE_____

METRA_____

IRI_____

Interview_____

Post-Test Dates

TABE_____

METRA_____

IRI_____

Student Evaluation_____

RESULTS

A. TABE

	Vocabulary (G.E.)	Comprehension (G.E.)	Total Reading (G.E.)
Pre-Test	_____	_____	_____
Post-Test	_____	_____	_____
Gains(+)Losses(-)	_____	_____	_____

B. METRA

	Pre	Post	Gains(+)Losses(-)
1. Sounds	___ of 35=___%	___ of 35=___%	____=____%
2. Decoding	___ of 20=___%	___ of 20=___%	____=____%
3. Sight Words	___ of 145=___%	___ of 145=___%	____=____%
4. Phonetic Skills	___ of ___=___%	___ of ___=___%	____=____%
5. Mod. Vowels	___ of ___=___%	___ of ___=___%	____=____%
6. Irregular	___ of 18=___%	___ of 18=___%	____=____%
7. Multiple	___ of 12=___%	___ of 12=___%	____=____%
8. Sight Words			
Part 1	___ of 225=___%	___ of 225=___%	____=____%
Part 2	___ of 240=___%	___ of 240=___%	____=____%
TOTAL	___ of ___=___%	___ of ___=___%	____=____%

C. Number of words read successfully during the program _____

D. IRI Pre-Test ___% Word Recognition, ____% Comprehension = _____ level
on material of _____ reading level.

IRI Post-Test ___% Word Recognition, ____% Comprehension = _____ level
on material of _____ reading level.

STUDENT EVALUATION OF READING PROGRAM

Student_____ Teacher_____ Date_____

Directions: Record student answers to the Informal Interview, Assessment of Learning Style and Instructional Plan, and the Results of the TABE, METRA, IRI and Word Count before giving this questionnaire. Read items labelled PRE to the student with his answers before instruction. Items labelled POST will be asked during this session with the student dictating his answers to be written in by the teacher.

PRE 1. What is your biggest problem in learning to read?

POST 2. What has been your biggest problem in learning to read during this program?

PRE 3. How has not being able to read affected your life?

POST 4. How has learning to read in this program affected your life?

PRE 5. What changes would you like to work on?

POST 6. What changes have you worked on during this program?

PRE 7. According to the Learning Style Assessment, the best way for you to learn to read words was:

POST 8. Now that you have learned to read some words, what has been your most successful way?

PRE 9. According to our Instructional Plan, our long range objectives were:

POST 10. The long range objectives met during this program were:

PRE 11. Our immediate objectives were:

POST 12. The immediate objectives met during this program were:

PRE 13. According to the TABE your gains for vocabulary were _____,
POST your gains for comprehension were _____, and your total reading score improved _____ grade level(s).

POST 14. What do you think about your gains on this test?

POST 15. Your gains on the METRA were:

POST 16. What do you think about your gains on this test?

POST 17. Your performance on the Informal Reading Inventory showed that you can read material at about the _____ grade level. Compared to when you started this program, you seem to have gained _____ years of reading ability. What do you think about this growth?

POST 18. During our reading sessions you have read approximately _____ words successfully. What do you think of having read this many words?

POST 19. What materials did you like best?

POST 20. What methods did you like best?

POST 21. What changes would you suggest if this program were offered again?

POST 22. What have you noticed about yourself in learning to read during these sessions? (in terms of ideas, thinking ability, feelings about self, etc.)

POST 23. Comment on, or say whatever you want to say about this learning-to-read experience.

PARTICIPANT EVALUATION OF ABE TRAINING PROGRAM: CEED 555

Name_____ Date_____

Directions: Answer each of the following questions with complete honesty. Your class grade will already be turned in, with you knowing your grade before you hand this in. Write NA for not applicable to the items that do not apply to you. Since I can't use this project for my dissertation, I would like to use it, plus information from you, as a background for designing a model that would be more appropriate in teaching an adult illiterate to read. I consider your expertise and opinions as valuable resources and appreciate what you might offer.

1. Are you presently employed as an ABE teacher? yes_____ no_____

2. If yes to the above, did this course meet your needs? yes_____ no_____
   Please explain:

3. Did you take this course as a future ABE teacher? yes_____ no_____

4. If yes to item 3, did this course encourage _____ or discourage_____
   you to become an ABE teacher? Explain:

5. Are you presently employed as an ESL teacher? yes_____ no_____

6. If yes to item 5, why did you take this course?

7. If yes to item 5, what would you need in terms of a course in teaching reading to ESL students? Please explain what was useful in this course and what would be needed in a course designed for you?

8. If you are not presently ABE, a future ABE, or ESL, why did you take this course?

Please comment on the following class session activities and assignments.

1. The Reading Diary of one day.

2. Information about the adult learner.

3. Information about illiteracy.

4. Locating an adult illiterate.

5. Conducting the initial interview.

6. Information on the reading process.

7. TABE test and the administration of it.

8. METRA test and the administration of it.

9. Basic Reading for Adults - Metra textbook
   a. general comments:

   b. usefulness as a text for you:

   c. usefulness as a book for your student:

10. Conference with student about test results and objectives in making an instructional plan.

11. Learning about readability by formula.

12. Learning about lowering readability of materials.

13. Informal Reading Inventories and concept of independent, instruction, and frustration levels.

14. Assessment of student learning style.

    Did it help you in teaching your student?

    How could it be improved?

15. Lesson plan form.

    General comments:

    Improvements needed:

16. Using "said: for" as an assessment method in individual lessons.

17. Reading diagnosis sheet.

    General comments:

    Improvements needed:

18. Information on word attack.

19. Phonics overview.

20. Sounds, examples, and spelling variations.

21. How to pronounce letter sounds.

22. Synthesis method.

23. Information on comprehension.

24. Problem-solving through "I Messages" and structured problem solving.

25. Information on fluency improvement and rate building.

26. Materials other than METRA.

27. Materials exchange.

28. Reports on readings.
    a. doing them:

    b. listening to others report:

29. Reports on strategies.
    a. doing them:

    b. listening to and receiving others:

30. Case Study.

    a. What were your problems in teaching the student?

    b. What were your problems in meeting with your student?

    c. What did you enjoy most about working with your student?

    d. What changes did you notice about your student during the course of working with him?

    e. Do you plan to continue working with your student?

    ___yes, because

    ___no, because

    f. Do you think you would like to tutor another student in the future?

31. Was this tutorial diagnostic-teaching model the most appropriate model for your student?

32. Do you think this tutorial model is worth pursuing?

33. What changes would make it more effective?

34. What materials were most successful with your student?

35. General comments on my teaching effectiveness for you.

36. General comments on your teaching effectiveness on your student.

37. Suggestions for locating and teaching adult illiterates.